DOCUMENT RESUME

ED 460 760 PS 026 981

TITLE	Windows on Learning: A Framework for Making Decisions. An Introduction to Documenting Children's Learning. [Videotape].
INSTITUTION	Western Illinois Univ., Macomb. Center for Best Practices in Early Childhood Education.
PUB DATE	1998-00-00
NOTE	0p.; For a related book on documenting Children's Learning, see ED 421 217. Based on the work of Judy Helm, Sallee Beneke, and Kathy Steinhemier.
AVAILABLE FROM	Curriculum Publications Clearinghouse, Western Illinois University, 1 University Circle, Macomb, IL 61455-1390 (VHS video, MTR-001: Illinois residents, $15; out-of-state, $40). Tel: 800-322-3905 (Toll Free); Tel: 309-298-1917; Fax: 309-298-2869; Web site: http://www.wiu.edu/CPC.
PUB TYPE	Guides - Non-Classroom (055) -- Non-Print Media (100)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Classroom Observation Techniques; *Classroom Techniques; Decision Making; *Documentation; Early Childhood Education; Experiential Learning; Portfolios (Background Materials); Reflective Teaching; *Student Evaluation; Teacher Effectiveness; Teacher Role; Teacher Student Relationship
IDENTIFIERS	Special Needs Children

ABSTRACT

Documentation is a process of observing, collecting, and organizing evidence of children's knowledge, skills, and dispositions. Noting that documentation can be used as an effective method for assessing children's growth and development over time, this 20 minute videotape discusses characteristics of documentation in the early childhood classroom. The video first explores the benefits of the use documentation, specifically, how it helps: (1) meet demand for accountability; (2) teach through interactive experience; (3) teach more effectively; (4) meet the special needs of children with disabilities; and (5) show the importance of learning. The video then explains what and when to document, highlighting three "windows" or frameworks: documenting individual growth and development; documenting learning experience of the class as a group; and documenting the early childhood teacher's role in the learning experience. Specific methods for documentation are then detailed in five clusters: individual portfolios; project narratives; observation of child development; display of individual or group products; and recording of self reflections. The video concludes with suggestions for getting started with documentation, including selecting one or two items to collect or document at intervals over the year, such as writing samples, and writing the descriptions of products for display. (HTH)

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